



TENNESSEE STATE DEPARTMENT OF EDUCATION
Division of Special Education
5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
NASHVILLE, TENNESSEE 37243

MEMORANDUM

TO: Special Education Supervisors

FROM: ^{7/22/03} Nan McKerley

SUBJECT: End of Year Report (2002-2003) and February, 2003 Court Report for
Systems Not Using the D & A Census Program

DATE:

It's nearing the end of the school year once again, which means it is time for submitting the End of Year Report and the February Court Report. The end of year report should be provided in accordance with your approved Comprehensive Plan for Providing Special Education Services for 2002-2003. This report includes the activities carried out with IDEA Part B funds and Preschool Grant funds. Instructions appearing in your approved 2002-2003 Comprehensive Plan are applicable for completing the report unless other instructions are provided, such as for Table 9. This report should accurately reflect the special education expenditures provided for children with disabilities during the 2002-2003 school year.

The following are required for the February Report:

Court Reports

- A. Certification of Services
- B. List of Inappropriately Served Children with Disabilities
- C. Certifications, Persons Suspected of Being Disabled (**must be completed manually**).

The following reports are requested for the End of Year Report:

Table 1 – End of Year Frequency Report

This report is run twice – once for 3-5 year olds and a second time for 6-21 year olds.

Table 2 – Personnel Employed and Needed Report

Table 3 – SPED Staff Utilized

Table 4 – Exiting Students Report

Table 5 – Suspension/Expulsion Report (only for school systems) and
Staff Development Activities

Table 6 – Programs In Need of Improvement

Table 7 – Significant Changes in the Implementation of Plan,
Parent Involvement and Surrogate Parent Training

Table 8 – Child Find 3 – 21 Years, 3-5 Years, Early Intervention
*Table 9 – Financial Expenditures and Extended School Year
Table 10 – Gifted Data Form

*NOTE: Please pay special attention to the directions for Table 9. Although the deadline for Tables 1 – 8 and 10 of the End of Year Report is June 15, 2003; Table 9 Report is not due until August 1, 2003.

What to Send: One copy of the entire End of Year Report (Tables 1-8 and 10 and the February Court Report.

Where to Send: Nan McKerley, Director Management Services
Tennessee Department of Education
Division of Special Education
Andrew Johnson Tower, 5th Floor
710 James Robertson Parkway
Nashville, TN 37243-0380

Where to Send: Management Consultant and Nan Mckerley
Table 9

When to Send: **Deadlines**
1. Table 1-8 and 10 June 30, 2003
2. Table 9 August 1, 2003

For Assistance Call: Questions about reports – Management Consultant at the District Office of the State Department of Education or Nan McKerley at (615) 741-7796.

Questions about the Census Program – (615) 449-3318. Leave a message and someone will return your call.

ATTENTION: Please compare this year's data (02-03) with that of last year's (01-02). If we find a large discrepancy in the data (15-20%), we will contact you for justification. It is very important that Tables 1 – 8 and 10 of the End of Year Report are returned to this office by June 30, 2003. Table 9, Final Expenditures, is due by August 1, 2003.

Thank you for your efforts and cooperation in completing these reports. It is very important that we receive these reports on the above deadlines in order for your LEA to avoid a penalty.

nm/bt

FEBRUARY 1, 2003 COURT REPORT
OF
CHILDREN AND YOUTH WITH DISABILITIES

DUE: June 30, 2003

Please return the attached forms to:

**Nan McKerley
Tennessee Department of Education
Division of Special Education
5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0380**

I hereby certify that the information provided on the following forms/disks is accurate and represents an unduplicated count of all children youth with disabilities. Documentation is available for review to support this data.

System Name

Director of Schools Signature

Date

System #

INSTRUCTION FOR REVISED TABLE CALCULATION PAGES

1. Double click inside of the Financial Page. It will turn into an Excel worksheet.
2. Enter your information. The formulas will calculate your totals.
3. Before you close the Excel worksheet hold down the Ctrl key and hit the Home key. Otherwise your worksheet will not print out properly.
4. Click outside the worksheet and the Excel worksheet will return to the Word document.
5. If you want to save your worksheets to your hard drive click **Save As** and **Rename** the document, do **not** Save after printing.

Note:

You may have to use the scroll bar in Word, but scroll slowly.

Ignore the Word background while you are in the Excel Worksheet. When you click outside the page it will go back into the right position and print out correctly.

Date of Census: February 1, 2003
Date Due: June 30, 2003

SCHOOL SYSTEM OR AGENCY _____

Each of the Status of Service Codes listed below provide an unduplicated count of all children and youth with disabilities, ages birth through 21 years, who were receiving the described services.

STATUS OF SERVICES

Status	RECEIVING APPROPRIATE SERVICES	Number
1	Full Special Education Support Service	1)
2	Enrolled in private program at choice of parent and at parent's expense, with special education services provided by the LEA.	2)

Status	RECEIVING LESS THAN APPROPRIATE SERVICE FROM THE LEA	Number
3	Receiving some special education service but less than recommended service	3)
4	Enrolled in school, public or private, but not receiving needed special education from the LEA.	4)
5	Not enrolled in any education program.	5)

TOTAL	Total Count of children and youth with disabilities reported in Status 1-5.	6)
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**LIST OF INAPPROPRIATELY SERVED
CHILDREN AND YOUTH WITH DISABILITIES
AGES BIRTH - 21 YEARS**

Date of Census: **February 1, 2003**

Date Due: **June 30, 2003**

_____ **School System**

STATUS	NAME	AGE	ADDRESS	DISABILITY	REASON

Date of Census: February 1, 2003
Date Due: June 30, 2003

School System

CERTIFICATION
Persons Suspected of
Being Disabled

For each age please provide an unduplicated count of all persons who have been screened and referred for special education services but have not yet been evaluated.

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Count																							0

For each age please provide an unduplicated count of all persons who have been evaluated for a disability but have not yet been determined to be eligible for special education services.

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Count																							0

The above information is accurate and represents an unduplicated count of all persons in this agency who were **suspected** of being disabled.

END OF YEAR DATA REPORT

OF

CHILDREN AND YOUTH WITH DISABILITIES

DUE: June 30, 2003

Please return the attached forms to:

**Nan McKerley
Tennessee Department of Education
Division of Special Education
5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0380**

The information provided on the following forms/disks is accurate and documentation is available for review to support this data.

System Name

Director's Signature

Date

System #

Tennessee Department of Education
Division of Special Education
710 James Robertson Parkway
5th Floor, Andrew Johnson Tower
Nashville, Tennessee 37243-0380
615-741-2851

**END OF YEAR REPORT
SPECIAL EDUCATION SERVICES**

Tennessee Code Annotated §49-10-302
Public Law 94-142, as amended
Public Law 99-457- §619, as amended

TO BE COMPLETED BY LOCAL SCHOOL SYSTEM

Part I Statistical Information	July 1, 2002 – September 30, 2003
Part II Additional and Preschool Information	July 1, 2002 – September 30, 2003
Part III Compliance Assurance	July 1, 2002 – September 30, 2003
School System:	_____
Director of Schools:	_____

	Signature _____ Date _____
E-mail Address	_____
Name of Program Contact Person:	_____
E-mail Address	_____
Address:	_____ Telephone No.: _____

System's Total Net Enrollment for 2002-2003:	_____

INSTRUCTIONS TABLE 1 FAPE

CHILDREN WITH DISABILITIES WHO RECEIVE FREE APPROPRIATE SPECIAL EDUCATION SERVICES BY THE SCHOOL SYSTEM

This table should reflect those children the school system serviced during the 2002-03 school year (cumulative count). Report children by the primary disability. If a child has more than one disability, report him/her under the condition considered to be the major disability. This is an unduplicated count so each child should be reported only one time.

- 1 Within School System - Give an unduplicated count by the primary disability of the eligible children by age category provided special education services within the school system.
- 2 Contractual Arrangements - Give an unduplicated count by disability of the eligible children by age category who were provided full-time special education services through contractual arrangement with another school system, a private school, or a public agency. **All contracts for full time special education placements must be approved annually by the state Commissioner of Education. No LEA shall expend state funds for contracted placements that have not been approved by the Commissioner.**
- 3 Total who Received Free Appropriate Special Education Services - Total all of those who were provided special education services by the school system directly or through contractual arrangement by age category. **Unduplicated number of students with disabilities (ages 3-21) who received special education services. This included students who turned 22 during the school year.**
- 4 Number who Received Special Transportation – Give an unduplicated Count by age, category and disability of eligible children who were provided special transportation.
- 5 Private School Children Placed by LEA –

 Number Enrolled - Give an unduplicated count by disability of eligible children who were enrolled by LEA in private schools within the boundaries of the school system and were provided special education services by the school system.
- 6 Private School Children Placed by Parents –
 - a. Number Enrolled – Give an unduplicated count by disability of eligible children who were enrolled by parents' choice in private schools within the boundaries of the school system.
 - b. Number Served – Give an unduplicated count by disability of eligible children who were enrolled by parents' choice in private schools within the boundaries of the school system and were provided special education services by the school system.

Authority: TRR-0520-1-3-.09 (3)(c)
 P. L. 94-142.300.227
 P. L. 99-457. Section 619

TABLE 1
Children with Disabilities Who Received
Free Appropriate Public Education Services from the School System
2002-2003

DISABILITY	(1) Within School System		(2) Contractual Agreement		(3) Total who Received FAPE		(4) # Received Special Transportation		(5) # Private School Students Placed by LEA who Received Services		(6a) # Private School Students Placed by Parents		(6b) # Of Those Students Served by LEA This School Year	
	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21
Autism					0	0								
Blind					0	0								
Deaf-Blindness					0	0								
Deafness					0	0								
Developmental Delay					0	0								
Emotional Disturbance					0	0								
Hearing Impairments					0	0								
Intellectually Gifted					0	0								
Language Impairments					0	0								
Mental Retardation					0	0								
Multiple Disabilities					0	0								
Orthopedic Impairments					0	0								
Other - Functional Delay					0	0								
Other - Health Impairments					0	0								
Specific Learning Disabilities					0	0								
Speech Impairment					0	0								
Traumatic Brain Injury					0	0								
Visual Impairments					0	0								
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Grand Total **0**

INSTRUCTIONS TABLE 2

PERSONNEL (In Full -Time Equivalency of Assignment) EMPLOYED AND NEEDED TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH DISABILITIES

General Instructions

Provide the number of full-time equivalent personnel *employed* and *contracted* to provide special education and related services on or about December 1, 2002. The figures must include data from the State Educational Agency (SEA), and all other agencies having responsibility for educating children with disabilities, including personnel employed by private agencies. All personnel employed to serve students with disabilities ages 3-21 regardless of funding source (i.e., Part B of IDEA, State, or local) should be included. Do not count teachers and other instructional personnel who serve children from birth through age 2.

For Section A, Special Education Teachers Employed to provide special education to children 3-5, report the number of preschool teachers, itinerant/consulting teachers, and home/hospital teachers employed for children with disabilities in this age group. This count should include teachers of children with disabilities in separate schools and facilities. Do *not* include regular preschool teachers who work with children with disabilities.

For Section B, Special Education Teachers Employed to provide special education services to children ages 6-21, report teachers of separate classes, resource room teachers, itinerant/consulting teachers, and home/hospital teachers as well as special education teachers who teach in regular education classrooms. This count should also include teachers of children with disabilities in separate schools and facilities. Do not include regular classroom teachers who work with children with disabilities.

For Section C, Other Special Education and Related Services Personnel, report the number of FTE other special education/related services personnel, by type of personnel employed to provide special education and related services for children with disabilities ages 3-21. *Note that the number of speech pathologists employed has been included in this section.*

Specific Column Instructions, All Sections (A, B, C)

- | | |
|------------|--|
| Column (1) | Report the number of FTE personnel employed or contracted to provide special education and related services on or about December 1, 2002 who had appropriate State certification or licensure for the position held. Use this column to report staff in personnel categories that do not require certification or licensure, if the staff meet existing State standards or requirements for the position held. Also, use this column if no State requirements exist for a particular position. |
| Column (2) | Report the number of <i>not fully certified FTE personnel employed or contracted</i> to provide special education and related services on or about December 1, 2002, who were employed on an emergency, provisional, or other basis, if they did not hold standard State certification or licensure for the position to which they were assigned, or if they did not meet other existing State requirements for the position. This includes personnel on waivers or permits and long-term substitutes. |
| Column (3) | Add the numbers in columns (1) and (2) to obtain the total number of special education and related services personnel employed on or about December 1, 2002. |

Specific Row Instructions for Section C

- Row (1) – (19) For each other special education and related services personnel category (rows 1 – 19), report the total number of FTE personnel employed to provide special education and related services for children with disabilities ages 3-21. Do not include teachers already accounted for in Section B.
- Row (2) Report an unduplicated count of the number of FTE physical education teachers who provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities.
- Row (13) Report an unduplicated count of the number of FTE speech pathologists providing speech services to children with disabilities ages 3-21. *Do not include speech teachers reported in Section B.*
- Row (14) Report the number of FTE LEA supervisors/administrators providing special education and related services to children with disabilities ages 3-21. Include those supervisory/administrative staff members employed in schools operated directly by the SEA.
- Row (15) Report the number of FTE SEA supervisory/administrative staff providing special education and related services to children with disabilities ages 3-21. Do not include staff in SEA-operated schools if these positions were reported in Row (14).
- Row (18) Report the number of FTE other professional staff providing special education and related services for children with disabilities ages 3-21. Include personnel who provide specialized health services (nurses, psychiatrists, etc.), specialized food service, specialized pupil transportation, etc., and other occupational technicians, for children with disabilities ages 3-21.
- Row (19) Report the total number of FTE non-professional personnel not already reported on this form providing special education and related services for children with disabilities ages 3-21.
- Row (20) Report the total number of FTE related services and other special education personnel providing special education and related services for children with disabilities ages 3-21. This is a total of Rows (1) – (19).

TABLE 2
NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH
DISABILITIES, AGES 3-5
2002-2003 SCHOOL YEAR

STATE: _____

SECTION A

	(1)	(2)	(3)
SPECIAL EDUCATION TEACHERS	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED (1) + (2)
TOTAL (1)			

Original Submission/Revision
Current Date: _____

TABLE 2 (Continued)

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH
DISABILITIES, AGES 6-21

2002-2003 SCHOOL YEAR

STATE: _____

SECTION B

	(1)	(2)	(3)
AREA OF SPECIALIZATION: (PLEASE SPECIFY CATEGORIES)	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED (1) +(2)
TOTAL SPECIAL EDUCATION TEACHERS (1)			0
MENTAL RETARDATION			0
HEARING IMPAIRMENTS			0
SPEECH OR LANGUAGE IMPAIRMENTS			0
VISUAL IMPAIRMENTS			0
EMOTIONAL DISTURBANCE			0
ORTHOPEDIC IMPAIRMENTS			0
OTHER HEALTH IMPAIRMENTS			0
SPECIFIC LEARNING DISABILITIES			0
DEAF-BLINDNESS			0
MULTIPLE DISABILITIES			0
AUTISM			0
TRAUMATIC BRAIN INJURY			0
DEVELOPMENTAL DELAY*			0

Original Submission/Revision

Current Date: _____

TABLE 2 (Continued)

NUMBER AND TYPE OF OTHER PERSONNEL EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH DISABILITIES, AGES 3-21

2002-2003 SCHOOL YEAR

STATE: _____

SECTION C

	(1)	(2)	(3)
OTHER SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED (1) + (2)
VOCATIONAL EDUCATION TEACHERS (1)			0
PHYSICAL EDUCATION TEACHERS (2)			0
WORK-STUDY COORDINATORS (3)			0
PSYCHOLOGISTS (4)			0
SCHOOL SOCIAL WORKERS (5)			0
OCCUPATIONAL THERAPISTS (6)			0
AUDIOLOGISTS (7)			0
TEACHER AIDES (8)			0
RECREATION AND THERAPEUTIC RECREATION SPECIALISTS (9)			0
DIAGNOSTIC AND EVALUATION STAFF (10)			0
PHYSICAL THERAPISTS (11)			0
COUNSELORS (12)			0
SPEECH PATHOLOGISTS (13)			0
SUPERVISORS/ADMINISTRATORS (LEA) (14)			0
TOTAL ROWS 1-14	0	0	0

Original Submission/Revision
Current Date: _____

TABLE 2 (Continued)

NUMBER AND TYPE OF OTHER PERSONNEL EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH DISABILITIES, AGES 3-21

FORM EXPIRES: 7/31/2004

2002-2003 SCHOOL YEAR

STATE: _____

SECTION C (CONTINUED)

	(1)	(2)	(3)
OTHER SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED (1) + (2)
SUPERVISORS/ADMINISTRATORS (SEA) (15)			0
INTERPRETERS (16)			0
REHABILITATION COUNSELORS (17)			0
OTHER PROFESSIONAL STAFF (18)			0
NON-PROFESSIONAL STAFF (19)			0
(TOTAL ROWS 15-19)	0	0	0

TOTAL OTHER SPECIAL EDUCATION AND RELATED SERVICES STAFF (20) (TOTAL ROWS 1-19) (MUST BE COMPUTED MANUALLY)

Original Submission/Revision
Current Date: _____

INSTRUCTIONS TABLE 3

SPECIAL EDUCATION STAFF UTILIZED

Personnel who are employed through special education funds to provide special education services should be reported according to position assignments using full-time equivalents (FTE). Using two (2) decimal places, report that portion of time spent in a specific position. For example, when a supervisor is a full-time employee of the school system, but supervises the special education program only part of the time, report that portion of the time he/she supervises the special education program (0.75, 0.33, etc.).

In order to give a complete picture of all the services delivered by the system; also designate services provided by a full or part-time contractual arrangement. When a contract is written to purchase certain services, estimate the full-time equivalent (FTE) staff position.

Authority: Tennessee Rules & Regulations & Minimum Standards Rule 0520-1-9-.03 (2)(k)(2)

TABLE 3
Special Education Staff Utilized

	General Purpose School Fund		IDEA, Part B		Preschool Grant Program	
	Employed	Contracted	Employed	Contracted	Employed	Contracted
Teacher (s)						
Educational Assistant (s)						
Principal (s)						
Attendant (s)						
Adaptive Physical Education Teacher (s)						
WBL Work - Study Coordinator (s)						
Psychologist (s)						
Social Worker (s)						
Bus Driver (s)						
Educational Diagnostician (s)						
Audiologist (s)						
Occupational Therapist (s)						
Physical Therapist (s)						
Recreation Therapist (s)						
Counselor (s)						
Director/Supervisor of Programs						
*Other Professionals (Specify)						
*Other Non-Professionals (Specify)						
Total	0	0	0	0	0	0

TABLE 4

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION

2002-2003 School Year

General Instructions

Provide a count of the number of children with disabilities reported under IDEA, Part B who exited special education in 2002-2003. Data are to be provided by age, disability category, basis of exit, and race/ethnicity. All data provided must sum, as an unduplicated count, to Section B of the table where you report the total for all disabilities. **The age of the student should reflect his/her age in years on the date of the child count, not at time of exit.**

Specific Instructions

In these tables, enter an **unduplicated** count of all children with disabilities, by age category and disability, who exited special education during the reporting year. Place zeros (0) in categories where no children have exited the program

Row A	Returned to regular education	Total who were served in special education during the previous reporting year but at some point during that 12-month period, returned to regular education as a result of having met the objectives of their IEP. These are students who no longer have an IEP and are receiving all of their educational services from a general education program.
Row B	Graduated with regular high school diploma	Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who meet the same standards for graduation as those for students without disabilities.
Row C	A certificate or completed IEP requirements	Total who exited an educational program through receipt of a certificate of completion, modified diploma, fulfillment of an IEP, or some similar document.
Row D	Reached maximum age	Total who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
Row E	Died	Total who died. Breakouts by age are optional for students who died.

Row F	Moved, known to be continuing	Total who moved out of the school system or otherwise transferred to another district and are <i>KNOWN</i> to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program . This row includes counts of and students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
Row G	Moved, not known to be continuing	Total who moved out of the school system and are <i>NOT KNOWN</i> to be continuing in another educational program. This row includes students who have moved out of the school system, and there is no evidence (e.g., a record request) to indicate that they have enrolled in another educational program. The use of this category requires that the LEA verify that the family is no longer at their last known residence.
Row H	Dropped out	Total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This row includes dropouts, runaways, GED recipients, expulsions, status unknown, and any other exiters.
Row I	Total	Total of rows (A)-(H).

Section A

Report the number of students ages 14-21 that exited special education by age-year, disability condition, and basis of exit.

Section B

Report the total number of students ages 14-21 that exited special education by age-year and basis of exit. These figures must equal the sum of the data reported in Section A.

Section C

Report the total number of students ages 14-21 that exited special education by race/ethnicity and basis of exit. These figures must equal the total data reported in Section B.

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, The Philippine Islands, and Samoa
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
Total	The unduplicated total across the race/ethnicity designations

Note that children can only be reported in *one* race/ethnicity category.

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

SECTION A

	DISABILITY/AGE																			
	MENTAL RETARDATION										HEARING IMPAIRMENTS									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0										0
(H) DROPPED OUT										0										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision
Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

OMB NO.: 1820-0521

FORM EXPIRES: 7/31/2004

REPORTING YEAR _____

STATE: _____

SECTION A (CONTINUED)

	DISABILITY/AGE																			
	SPEECH OR LANGUAGE IMPAIRMENTS										VISUAL IMPAIRMENTS									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0										0
(H) DROPPED OUT										0										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision
Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

OMB NO.: 1820-0521

FORM EXPIRES: 7/31/2004

REPORTING YEAR _____

STATE: _____

SECTION A (CONTINUED)

	DISABILITY/AGE																			
	EMOTIONAL DISTURBANCE										ORTHOPEDIC IMPAIRMENTS									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0										0
(H) DROPPED OUT										0										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision

Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

SECTION A (CONTINUED)

	DISABILITY/AGE																			
	OTHER HEALTH IMPAIRMENTS										SPECIFIC LEARNING DISABILITIES									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0										0
(H) DROPPED OUT										0										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision
Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

OMB NO.: 1820-0521

FORM EXPIRES: 7/31/2004

REPORTING YEAR _____

STATE: _____

SECTION A (CONTINUED)

	DISABILITY/AGE																			
	DEAF-BLINDNESS										MULTIPLE DISABILITIES									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0										0
(H) DROPPED OUT										0										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision
Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

OMB NO.: 1820-0521

FORM EXPIRES: 7/31/2004

REPORTING YEAR _____

STATE: _____

SECTION A (CONTINUED)

	DISABILITY/AGE																			
	AUTISM										TRAUMATIC BRAIN INJURY									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0										0
(H) DROPPED OUT										0										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision
Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

OMB NO.: 1820-0521

FORM EXPIRES: 7/31/2004

REPORTING YEAR _____

STATE: _____

SECTION B

	DISABILITY/AGE									
	ALL DISABILITIES									
BASIS OF EXIT:	14	15	16	17	18	19	20	21	22+	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0
(C) RECEIVED A CERTIFICATE										0
(D) REACHED MAXIMUM AGE										0
(E) DIED										0
(F) MOVED, KNOWN TO BE CONTINUING										0
(G) MOVED, NOT KNOWN TO BE CONTINUING										0
(H) DROPPED OUT										0
(I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision

Current Date: _____

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION DURING THE 2002-2003 SCHOOL YEAR

OMB NO.: 1820-0521

FORM EXPIRES: 7/31/2004

REPORTING YEAR _____

STATE: _____

SECTION C

	NUMBER OF STUDENTS AGES 14-21 EXITING SPECIAL EDUCATION BY RACE/ETHNICITY					
RACE/ETHNICITY: BASIS OF EXIT:	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE	TOTAL
(A) NO LONGER RECEIVES SPECIAL EDUCATION						0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						0
(C) RECEIVED A CERTIFICATE						0
(D) REACHED MAXIMUM AGE						0
(E) DIED						0
(F) MOVED, KNOWN TO BE CONTINUING						0
(G) MOVED, NOT KNOWN TO BE CONTINUING						0
(H) DROPPED OUT						0
I) TOTAL (OF ROWS A-H):	0	0	0	0	0	0

ED FORM: 869-3

Original Submission/Revision
Current Date: _____

TABLE 4, Section D
Exiting Year End Report for CIM Process
For School Year July 1, 2002 – June 30, 2003

School systems, please report the following:

- _____ 1. Total number of all students graduating
- _____ 2. # of all students graduating with a:
- _____ A regular diploma
- _____ Certificate of Attendance
- _____ GED+2
- _____ 3. Number of students in special education graduating with:
- _____ A regular diploma by fulfillment of IEP requirements, meeting competency or Gateway standards and having satisfactory records of attendance.
- _____ A Special Education diploma
- _____ With a Certificate of Attendance
- _____ A GED+2
- _____ 4. Total of all students dropped out.

Note: Number 3 is a breakdown of Table 4, Section B, Row C's total.

INSTRUCTIONS -TABLE 5 SUSPENSION/EXPULSION REPORT

Report of Students with Disabilities Subject to Unilateral Change in Placement, Change in Placement based on a Hearing Officer Determination or Long-Term Suspension/Expulsion

2002-2003 School Year

General Instructions

1. Counts should cover the entire year.
2. Students should be reported by (1) disability and (2) race/ethnicity.
3. Include students ages 3-21. Age should be determined by the December Census count of the relevant school year.
4. No sampling is permitted for this data collection.

Selected Definitions

Interim Alternative Educational Setting – An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’s current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

Unilateral Removal – Instances in which school personnel (not the IEP team) order the removal of students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student replacement.

Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of students with disabilities from their current educational setting to an appropriate alternative educational setting for not more than 45 days based on the hearing officer’s determination that the public agency has demonstrated by substantial evidence that maintaining the child’s current placement is substantially likely to result in injury to the child or others.

Dangerous Weapon – A weapon, device, instrument, material or substance, animate or inanimate, that is used for, or readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length (18 U.S.C. §930).

Drug Offenses – The use, possession, sale or solicitation of drugs as identified in 21 U.S.C. §812. These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco.

Sources:

OSEP IDEA, Part B Data Dictionary

Specific Instructions, Section A

In Section A, information is reported by **disability category**.

In column 1A, provide an unduplicated count of children ages 3-21 who were unilaterally removed for drug or weapons offenses (as defined above) by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team).

In column 1B, report the total number of times children ages 3-21 were unilaterally removed for drug or weapons offenses, as defined above.

In column 1C, report the total number of times children ages 3-21 were unilaterally removed for weapons offenses, as defined above.

A child may be counted more than once in column 1B and 1C. **If, in the course of a single incident, a child committed both a drug offense and a weapon offense, report the drug offense in column 1B and report the weapon offense in column 1C.**

In column 2, report the total number of children ages 3-21, who were removed to an interim alternative educational setting based on a hearing officer determination of likely injury. Provide an unduplicated count of children removed by a hearing officer.

In column 3A, provide an unduplicated count of children ages 3-21 who were suspended or expelled for more than 10 days during the school year for any offense or combination of offenses. Include only out-of-school suspensions.

In column 3B, report the number of times children ages 3-21 were subject to a single suspension/expulsion of more than 10 days. A child may be counted only once in column 3C. Include only out-of-school suspensions.

The child counts for columns 1A and 3A are unduplicated within each of those columns. Each child counted in columns 1B and/or 1C should be counted once, and only once, in column 1A. Similarly, each child counted in columns 3B and/or 3C should be counted once, and only once, in column 3A.

A child should be counted in only one column (1,2, or 3) for each offense. A child who is counted in column 1 for unilateral removal to an interim alternative educational setting should not be counted again in column 3 for the same removal. Similarly, a child who is removed for likely injury in column 2 should not be counted again in column 3 for the same removal.

Specific Instructions, Section B

The columns found in Section A are repeated in Section B. In Section B, however, data are reported by **race/ethnicity categories**.

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, The Philippine Islands, and Samoa
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
Total	The unduplicated total across the race/ethnicity designations

Note that children can only be reported in *one* race/ethnicity category.

Specific Instructions, Section A and B

In Sections A and B, the number reported in each line of column 1A should be less than or equal to the sum of each line of columns 1B and 1C. The number reported in each line of column 3A should be less than or equal to the sum of each line of column 3B or 3C. The number reported in each column in line 14 of Section A should equal the number reported in the corresponding column in line 6 of Section B.

REPORT OF CHILDREN WITH DISABILITIES UNILATERALLY REMOVED TO AN INTERIM ALTERNATIVE
EDUCATIONAL SETTING, OR SUSPENDED OR EXPELLED FOR MORE THAN 10 DAYS:
SCHOOL YEAR 2002-2003

OMB NO.: 1820-0621

FORM EXPIRES 7/31/04

Section A

STATE: _____

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel			2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Suspensions or Expulsions > 10 Day ¹		
Disability	A. Unduplicated Count of Children	B. Number of Unilateral Removals for Drugs	C. Number of Unilateral Removals for Weapons	Unduplicated Count of Children	A. Unduplicated Count of Children	B. Number of Single Suspension/ Expulsions > 10 Days	C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days
1. Mental Retardation							
2. Hearing Impairments							
3. Speech or Language Impairments							
4. Visual Impairments							
5. Emotional Disturbance							
6. Orthopedic Impairments							
7. Other Health Impairments							
8. Specific Learning Disabilities							
9. Deaf-Blindness							
10. Multiple Disabilities							
11. Autism							
12. Traumatic Brain Injury							
13. Developmental Delay ²							
14. Total	0	0	0	0	0	0	0

¹ Include only out-of-school suspensions.

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ORIGINAL SUBMISSION/REVISION
CURRENT DATE _____

Section B STATE: _____

Children with Disabilities Ages 3-21	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel			2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Suspensions or Expulsions > 10 Day ¹		
Disability	A. Unduplicated Count of Children	B. Number of Unilateral Removals for Drugs	C. Number of Unilateral Removals for Weapons	Unduplicated Count of Children	A. Unduplicated Count of Children	B. Number of Single Suspension/ Expulsions > 10 Days	C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days
1. White, non-Hispanic							
2. Black, non-Hispanic							
3. Hispanic							
4. Asian/Pacific Islander							
5. Native American							
6. Total	0	0	0	0	0	0	0

¹ Include only out-of-school suspensions.

TABLE 5, Section C
Suspension/Expulsion Year End Report for CIM Process
School Year July 1, 2002 – June 30, 2003

Directions: Using the definitions below, please complete the Year-End Report for your LEA.

SUSPENSIONS

- _____ 1. Total number of all students suspended
- _____ 2. Total number of all suspensions from the regular school program
- _____ 3. Total number of suspensions for special education students who did not receive services
- _____ 4. Total number of suspensions for special education students suspended who continued to receive services as specified by the IEP. Using the total, show the breakdown of students.
In Alternative School _____ In School Suspension _____ Other (Specify) _____
- _____ 5. Total number of students remanded for the year
- _____ 6. Total number of special education students remanded for the year
_____ Number in system alternative school
_____ Number in alternative program outside of LEA

EXPULSIONS

- _____ 7. Total number of all students expelled for the year
- _____ 8. Total number of expulsions from the regular school program
- _____ 9. Total number of special education students expelled for the year
- _____ 10. Total number of special education students expelled who continued to receive services. Using the total, show the breakdown of students
In Alternative School _____ Other (Specify) _____
- _____ 11. Total number of students remanded for the year
- _____ 12. Total number of students remanded for the year
_____ Number in system alternative school
_____ Number in alternative school outside of LEA

Current Educational Placement – The location where a special education program is provided.

Expulsion – Those instances in which children are removed from their current educational placement for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance.

Remand – Those instances in which children are removed from their current educational placement and assigned to an alternative school.

Suspension – Those instances in which children are removed from regular class or classes for less than ten (10) consecutive days.

Sources: **TCA 49-6-3007 and OSEP IDEA, Part B Data Dictionary**

TABLE 6, Section A

**Report of Special Education Programs and Related Services
In Need of Improvement**

DIRECTIONS:

Provide specific special education information taken directly from the LEA's School Improvement Plans (SIP) and Program Improvement Plan (PIP) as it relates to your Continuous Improvement Monitoring Process (CIMP).

Information from SIP:

Information from PIP:

TABLE 6, Section B
REPORT ON STAFF DEVELOPMENT ACTIVITIES AND PARENT INVOLVEMENT
 School Year July 1, 2002 – June 30, 2003
 (In-Service, Workshops, Conferences, Institutes, or Seminar Events)

SCHOOL SYSTEM _____

Date	Training Event Title or Technical Assistance Topic(s)	Purpose and/or Desired Outcome ¹	Audience				No. Attend (Approx.)	Results of Training and Plans for follow-up
			Parents	SE	GE	Other Staff ²		

¹ Document “content” linkage with LEA’s School Improvement Plan Process (SIP) and Program Improvement Plan (PIP) in relation to their Continuous Improvement Monitoring Process (CIMP).

² Includes para-educators, practicum and student teachers, etc.

INSTRUCTIONS TABLE 7

Implementation of Plan

For any activity proposed in the Comprehensive Plan but not carried out during the year, list the activity, reference the page number in the Plan, and give a brief explanation of the change and reason why the activity was not implemented as proposed. Information about alternative activities chosen should also be given. In making determinations consider:

1. Significant differences in the number of children served (\pm 5% of total)
2. Significant differences in the options of service provided
3. Differences in personnel employed (any variations)
4. Changes in any of the activities described in the Plan
5. Any changes in policies or procedures

TABLE 7, Section A
Significant Changes in the Implementation of the Plan
2002-2003 School Year

Activity	Page No.	Description of Change and Reason

TABLE 7, Section B
End of Year Report
2002-2003

PARENT INVOLVEMENT

	Frequency of Contact	Number to Participate/Distribute
Parent Support Groups		
Parent/Professional Committees		
School Improvement Planning Committees		
Transition/Community/Agency Collaboration		
Newsletter		
Other (Specify)		

SURROGATE PARENT TRAINING

Date	Training Topic	# Participating

Give number of Special Education Children and Youth that required surrogate parents during the 2002-03 school year: _____

TABLE 8, Section A
End of Year Report
CHILD FIND – 3 THROUGH 21
2002-2003 School Year

A. For each Public Awareness activity addressed in the Comprehensive Plan, give actual number of contacts by source:

_____ Newspaper	_____ Newsletters	_____ Pamphlets/Brochures/Flyers
_____ Radio	_____ Board Meetings	_____ Doctors Offices
_____ TV	_____ Parent Meetings	_____ Bulletin Boards
_____ Website	_____ Parent Surveys	_____ Health Department
_____ Other (Specify)		_____ Day Care Center
		_____ Laundromat

B. On a scale of 1-10 rate the effectiveness of collaboration activities with each of the agencies checked in the Comprehensive Plan (with “1” being no collaboration and “10” being excellent)

_____ TEIS	_____ Churches
_____ Voc. Rehab.	_____ DHS
_____ Homeless Coordinator	_____ Health Department
_____ ELL	_____ Headstart
_____ Migrant Coordinator	_____ TIPS
_____ Other – Specify	

C. Give the actual number of students screened by grade level and category

Category	Level/Grade		Screening Instruments
	Public	Private	
Developmental			
Vision			
Hearing			
Speech/Language			
Academic			
Cognitive			
Social/Emotional			
Other – Specify:			

Table 8, Section B

TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PART B

1. Please provide actual numbers for:

	2	3	4	5
a. Number of transition meetings held with early intervention providers				
b. Number of children from early intervention programs determined eligible for Special Education Programs/Services				
c. Number of children from early intervention programs placed by third birthday				
d. Number of children from early intervention programs placed by third birthday				
a. From Early Intervention				
b. From Child Find				

2. Percent of Children who came from Early Intervention Programs: _____ %

TABLE 8, Section B (continued)

SERVICE DELIVERY STATUS

3. Actual total number of preschool children with disabilities served in 2002-2003 school year

DISABILITY	3	4	5
Autism			
Deaf-Blindness			
Developmental Delay			
Emotional Disturbance			
Hearing Impairments			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairments			
Other Health Impairments			
Specific Learning Disabilities			
Speech or Language Impairments			
Traumatic Brain Injury			
Visual Impairments			
TOTAL (Sum of all the above)	0	0	0

GRAND TOTAL: _____ **0**

4. Actual number of preschool special education teachers by assignment during 2002-2003:

	FTE
Early Childhood Setting	_____
Home/Itinerant	_____
Itinerant Services Outside the Home	_____
PT Early Childhood / PT Early Childhood Special Education	_____
Reverse Mainstreaming	_____
Early Childhood Special Education Setting	_____
Home/Homebound	_____
Separate School	_____
Residential Facility	_____

5. Actual number of supporting staff in preschool special education programs, 2002-2003

	FTE
Teaching Assistants	_____
Speech and Language Pathologists	_____
Occupational Therapists	_____
Certified Occupational Therapy Assistants (COTAS)	_____
Physical Therapists	_____
Physical Therapy Assistants (PTAs)	_____
Others (list)	_____

TABLE 8, Section B (continued)

6. For each program listed below in which a preschool program was available, indicate the total number of special education children served by program.

	Number of Students Served
Preschool programs for 3-4 yr. olds	
Title I Preschool Program	
Head Start (LEA sponsored)	
Head Start (other community agency)	
Preschool programs operated in conjunction with a secondary vocational child care	
Other LEA Preschool Program(s)	
Specify:	
Other community programs (e.g., private child care or preschool program)	
Specify:	
TOTAL	0

- 7.
- In column 1, indicate the service delivery program used in the 2002-2003 SY for Children with Disabilities.
 - In column 2, indicate the number of special education children in each program.

Type of Service Delivery	Column 1 Type of Program	Column 2 Number of Children
Early Childhood Setting		
Home/Itinerant		
Itinerant Services Outside the Home		
PT Early Childhood / PT Early Childhood Special Education		
Reverse Mainstreaming		
Early Childhood Special Education Setting		
Home/Homebound		
Separate School		
Residential Facility		
TOTAL	0	0

Definitions of Preschool Settings Categories

These categories are defined for OSEP data collection purposes and are not regulatory.

Category	OSEP Definition	Suggestions for Setting Continuum – Least Restrictive (1) to Most Restrictive (8)
Early Childhood Setting	(Unduplicated totals) Preschoolers receive all of their special education and related services in educational programs designed primarily for children without disabilities. <u>No</u> education or related services are provided in separate special education settings. This may include, but is not limited to: regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible pre-kindergarten population by the public school system, home/early childhood combinations, home/Head Start combinations, and other combinations of early childhood settings.	1 (The first two categories are felt to be of equal status)
Home/ Itinerant	(Unduplicated totals) Preschoolers receive all of their special education and related services in the principal residence of the child’s family or caregiver.	1
Itinerant Services Outside the Home (optional)	(Unduplicated totals) Preschoolers receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). These services may be provided individually or to a small group of children. This may include, but is not limited to speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.	2
Part Time EC /Part Time ECSE Setting	(Unduplicated totals) Preschoolers receive services in multiple settings, such that : 1. General and/or special education and related services (as specified in the IEP) are provided at home or in educational programs designed primarily for children <u>without</u> disabilities, <u>and</u> 2. Special education and related services are provided in programs designed <u>primarily for children with disabilities</u> . This option reflects delivery of services in a <u>combination of settings</u> . This includes, but is not limited to: home/early childhood special education combinations; Head Start, child care, nursery school facilities, hospital facilities on an outpatient basis, or other community-based settings with special education provided outside of the regular class; regular kindergarten classes with special education provided outside of the regular class; separate school/early childhood combinations; and residential facility/early childhood combinations.	3

Category	OSEP Definition	Suggestions for Setting Continuum – Least Restrictive (1) to Most Restrictive (8)
Reverse Mainstream Setting (optional)	Preschoolers receive all of their special education and related services in educational programs designed for children with disabilities but that includes up to 50 percent or more children without disabilities.	4 (debatable as to 4 or 5)
Early Childhood SE Setting (<i>May have access/proximity to interaction with typically developing peers at this site</i>)	(Unduplicated totals) Preschoolers receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings. This may include, but is not limited to: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities, on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.	5
Home/ <u>Homebound</u>	(Unduplicated totals) Preschoolers receive all of their special education and related services in the principal residence of the child's family or caregiver – cannot be educated in other settings due to extreme circumstances.	6
Separate School (<i>No access to typically developing peers on site</i>)	(Unduplicated totals) Preschoolers receive all of their special education and related services in educational programs in public or private day schools specifically designed for children with disabilities.	7
Residential Facility	(Unduplicated totals) Preschoolers receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.	8

INSTRUCTIONS TABLE 9

Due August 1, 2003

FINANCIAL EXPENDITURES 2002-2003

The purpose of this table is to provide documentation for maintenance of effort. Maintenance of effort of State and local expenditures is required in order for the LEA to receive federal special education funds.

Except for the 71200 and 72220 series the annual financial report does not itemize special education expenditures. Therefore, Table 9 will document Special Education expenditures in additional series: Alternative Instruction Program (71150), Program Health Services (72120), Other Student Support (72130), Alternative Instruction Program (72215), School Administration (72410), and Transportation (72710). This information provided by the Table 9 will be used by the Division of Special Education during audits by the State Comptroller's Office.

The final LEA Board approved expenditures for General Purpose must be listed in the forms provided. The expenditures for the General Purpose Fund must correspond with the Annual Financial Report.

Deadline for submission of Table 9, Financial Information, is August 1, 2003. This report can be submitted from June 15 through August 1, 2003. **Extension beyond the August 1 deadline should be requested from Nan McKerley.**

The **ORIGINAL** must be submitted to:

Nan McKerley
Tennessee Department of Education
Division of Special Education
5th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0380

One copy of Table 9 must be submitted to your MANAGEMENT CONSULTANT.

EXTENDED SCHOOL YEAR

The last page of Table 9, also includes a section to provide information on the number of children with disabilities who were provided Extended School Year services as noted on IEPs during the summer of 2003.

SCHOOL SYSTEM: _____

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	INSTRUCTION (71000)	
	ALTERNATIVE INSTRUCTION PROGRAM	
71150 116	Teachers	
71150 117	Career Ladder Program	
71150 127	Career Ladder Extended Contracts	
71150 128	Homebound Teachers	
71150 162	Clerical Personnel	
71150 163	Educational Assistants	
71150 189	Other Salaries & Wages	
71150 195	Substitute Teachers	
71150 201	Social Security	
71150 204	State Retirement	
71150 206	Life Insurance	
71150 207	Medical Insurance	
71150 208	Dental Insurance	
71150 210	Unemployment Compensation	
71150 212	Employer Medicare	
71150 299	Other Fringe Benefits	
71150 336	Maintenance And Repair Services - Equipment	
71150 356	Tuition	
71150 399	Other Contracted Services	
71150 429	Instructional Supplies & Materials	
71150 449	Textbooks	
71150 499	Other Supplies & Materials	
71150 535	Fee Waivers	
71150 599	Other Charges (Specify)	
71150 790	Other Equipment	
71150	TOTAL EXPENDITURES	0

SCHOOL SYSTEM: _____

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	INSTRUCTION (71000) SPECIAL EDUCATION PROGRAM (71200)	
71200 116	Teachers	
71200 117	Career Ladder Program	
71200 127	Career Ladder Extended Contracts	
71200 128	Homebound Teachers	
71200 162	Clerical Personnel	
71200 163	Educational Assistants	
71200 189	Other Salaries & Wages	
71200 195	Substitute Teachers	
71200 201	Social Security	
71200 204	State Retirement	
71200 206	Life Insurance	
71200 207	Medical Insurance	
71200 208	Dental Insurance	
71200 210	Unemployment Compensation	
71200 212	Employer Medicare	
71200 299	Other Fringe Benefits	
71200 310	Contracts With Other Public Agencies	
71200 311	Contracts With Other School Systems	
71200 312	Contracts With Private Agencies	
71200 336	Maintenance And Repair Services-Equipment	
71200 356	Tuition	
71200 399	Other Contracted Services	
71200 429	Instructional Supplies & Materials	
71200 449	Textbooks	
71200 499	Other Supplies & Materials	
71200 535	Fee Waivers	
71200 599	Other Charges (Specify)	
71200 725	Special Education Equipment	
99100 590	Indirect Cost – Specify Rate: %	
71200 & 99100	TOTAL EXPENDITURES for SPED INSTRUCTION	0

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	SUPPORT SERVICES (72000)	
	STUDENTS (72100)	
	HEALTH SERVICES (72120)	
72120 131	Medical Personnel (Nurses, PT)	
72120 189	Other Salaries & Wages	
72120 201	Social Security	
72120 204	State Retirement	
72120 206	Life Insurance	
72120 207	Medical Insurance	
72120 208	Dental Insurance	
72120 210	Unemployment Compensation	
72120 212	Employer Medicare	
72120 299	Other Fringe Benefits	
72120 336	Maintenance & Repair Services - Equipment	
72120 355	Travel	
72120 399	Other Contracted Services	
72120 413	Drugs & Medical Supplies	
72120 499	Other Supplies & Materials	
72120 524	In-Service/Staff Development	
72120 599	Other Charges	
72120 735	Health Equipment	
72120	TOTAL EXPENDITURES for HEALTH SERVICES	0

SCHOOL SYSTEM

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	SUPPORT SERVICES (72000)	
	STUDENTS (72100)	
	OTHER STUDENT SUPPORT (72130)	
72130 117	Career Ladder Program	
72130 123	Guidance Personnel	
72130 124	Psychological Personnel	
72130 127	Career Ladder Extended Contracts	
72130 130	Social Workers	
72130 135	Assessment Personnel	
72130 161	Secretary(s)	
72130 162	Clerical Personnel	
72130 164	Attendants	
72130 170	School Resource Officer	
72130 189	Other Salaries & Wages	
72130 201	Social Security	
72130 204	State Retirement	
72130 206	Life Insurance	
72130 207	Medical Insurance	
72130 208	Dental Insurance	
72130 210	Unemployment Compensation	
72130 212	Employer Medicare	
72130 299	Other Fringe Benefits	
72130 309	Contracts with Government Agencies	
72130 322	Evaluation & Testing (Contracts)	
72130 336	Maintenance & Repair Services -Equipment	
72130 355	Travel	
72130 399	Other Contracted Services	
72130 499	Other Supplies & Materials	
72130 524	In-Service/Staff Development	
72130 599	Other Charges	
72130 790	Other Equipment	
72130	TOTAL EXPENDITURES for	
	OTHER STUDENT SUPPORT	0

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	SUPPORT SERVICES (72000)	
	INSTRUCTIONAL STAFF (72220)	
	ALTERNATIVE INSTRUCTION PROGRAM	
72215 105	Supervisor/Director	
71215 117	Career Ladder Program	
72215 127	Career Ladder - Extended Contracts	
72215 129	Librarian (s)	
72215 132	Material supervisor (s)	
72215 136	Audiovisual Personnel	
72215 137	Education Media Personnel	
72215 138	Instructional Computer Personnel	
72215 161	Secretary (s)	
72215 162	Clerical Personnel	
72215 163	Education Assistants	
72215 189	Other Salaries & Wages	
72215 196	In-Service Training	
72215 201	Social Security	
72215 204	State Retirement	
72215 206	Life Insurance	
72215 207	Medical Insurance	
72215 208	Dental Insurance	
72215 210	Unemployment Compensation	
72215 212	Employer Medicare	
72215 299	Other Fringe Benefits	
72215 308	Consultants	
72215 336	Maintenance & Repair Services-Equipment	
72215 355	Travel	
72215 399	Other Contracted Services	
72215 432	Library Books/Media	
72215 437	Periodicals	
72215 499	Other Supplies & Materials	
72215 524	In-Service/Staff Development	
72215 599	Other Charges (Specify)	
72215 790	Other Equipment	
72215	TOTAL EXPENDITURES	0

SCHOOL SYSTEM

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	SUPPORT SERVICES (72000)	
	INSTRUCTIONAL STAFF (72200)	
	SPECIAL EDUCATION PROGRAM STAFF (72220)	
72220 105	Supervisor/Director	
72220 117	Career Ladder Program	
72220 124	Psychological Personnel	
72220 127	Career Ladder Extended Contracts	
72220 135	Assessment Personnel	
72220 161	Secretary(s)	
72220 162	Clerical Personnel	
72220 189	Other Salaries & Wages	
72220 196	In-service Training	
72220 201	Social Security	
72220 204	State Retirement	
72220 206	Life Insurance	
72220 207	Medical Insurance	
72220 208	Dental Insurance	
72220 210	Unemployment Compensation	
72220 212	Employer Medicare	
72220 299	Other Fringe Benefits	
72220 308	Consultants	
72220 336	Maintenance & Repair Services - Equipment	
72220 355	Travel	
72220 399	Other Contracted Services	
72220 499	Other Supplies & Materials	
72220 524	In-service/Staff Development	
72220 599	Other Charges (Specify)	
72220 790	Other Equipment	
72220	TOTAL EXPENDITURES for SPECIAL EDUCATION PROGRAM STAFF	0

SCHOOL SYSTEM

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	SUPPORT SERVICES (72000)	
	SCHOOL ADMIN. (72400)	
	OFFICE OF PRINCIPAL (72410)	
72410 104	Principal(s)	
72410 117	Career Ladder Program	
72410 119	Accountants/ Bookkeepers	
72410 127	Career Ladder Extended Contracts	
72410 139	Assistant Principal(s)	
72410 161	Secretary(s)	
72410 162	Clerical Personnel	
72410 189	Other Salaries & Wages	
72410 196	In-service Training	
72410 201	Social Security	
72410 204	State Retirement	
72410 206	Life Insurance	
72410 207	Medical Insurance	
72410 208	Dental Insurance	
72410 210	Unemployment Compensation	
72410 212	Employer Medicare	
72410 299	Other Fringe Benefits	
72410 307	Communication	
72410 320	Dues & Memberships	
72410 336	Maintenance & Repair Services -	
72410 348	Postal Charges	
72410 355	Travel	
72410 399	Other Contracted Services	
72410 435	Office Supplies	
72410 499	Other Supplies & Materials	
72410 524	In-service/Staff Development	
72410 599	Other Charges	
72410 701	Administration Equipment	
72410	TOTAL EXPENDITURES for OFFICE OF PRINCIPAL	0

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT NO.	EXPENDITURES	GENERAL PURPOSE FUND
	SUPPORT SERVICES (72000)	
	TRANSPORTATION (72710)	
72710 105	Supervisor/Director	
72710 142	Mechanic(s)	
72710 146	Bus Drivers	
72710 162	Clerical Personnel	
72710 189	Other Salaries & Wages	
72710 196	In-service Training	
72710 201	Social Security	
72710 204	State Retirement	
72710 206	Life Insurance	
72710 207	Medical Insurance	
72710 208	Dental Insurance	
72710 210	Unemployment Compensation	
72710 212	Employer Medicare	
72710 299	Other Fringe Benefits	
72710 307	Communication	
72710 311	Contracts with other School Systems	
72710 312	Contracts with Private Agencies	
72710 313	Contracts with Parents	
72710 314	Contracts with Public Carriers	
72710 315	Contracts with Vehicle Owners	
72710 329	Laundry Service	
72710 338	Maintenance & Repair Service Vehicles	
72710 340	Medical & Dental Services	
72710 351	Rentals	
72710 355	Travel	
72710 399	Other Contracted Services	
72710 412	Diesel Fuel	
72710 418	Equipment & Machinery Parts	
72710 424	Garage Supplies	
72710 425	Gasoline	
72710 433	Lubricants	
72710 450	Tires & Tubes	
72710 453	Vehicle Parts	
72710 499	Other Supplies & Materials	
72710 511	Vehicle & Equipment Insurance	
72710 599	Other Charges	
72710 701	Administration Equipment	
72710 729	Transportation Equipment	
72710	TOTAL EXPENDITURES for TRANSPORTATION	0

SCHOOL SYSTEM

Table 9
FINANCIAL EXPENDITURES
Actual Expenditures for 2002-2003
Education for Children with Disabilities

ACCOUNT SERIES	EXPENDITURES	GENERAL PURPOSE FUND
71150	Alternative Instruction Program	
71200 & 99100	Special Education Instruction/Indirect Cost	
72120	Health Services	
72130	Other Student Support	
72215	Alternative Instruction Program	
72220	Special Education Program Staff	
72410	Office of Principal	
72710	Transportation	
TOTAL EXPENDITURES FOR SPECIAL EDUCATION		0

EXTENDED SCHOOL YEAR

Total number of children with disabilities provided Extended School Year services as noted on IEPs during summer, 2003 - by grade level and disability.

Disability	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Autism															0
Deaf-Blindness															0
Developmental Delay															0
Emotional Disturbance															0
Hearing Impairments															0
Mental Retardation															0
Multiple Disabilities															0
Orthopedic Impairments															0
Other Health Impairments															0
Specific Learning Disabilities															0
Speech or Language Impairments															0
Traumatic Brain Injury															0
Visual Impairments															0

TABLE 10
END-OF YEAR REPORT FOR GIFTED

School System _____ School Year _____
Person Reporting _____ Phone _____ Email _____

SECTION A—TOTAL SYSTEM DATA

1. _____ Total Number of Caucasian Students in School System
2. _____ Total Number of African American Students in School System
3. _____ Total Number of Native American Students in School System
4. _____ Total Number of Hispanic Students in School System
5. _____ Total Number of Asian Students in School System
6. _____ Total Number of Other Ethnic Population Students in School System
- 1—6 = _____ TOTAL NUMBER OF STUDENTS IN SCHOOL SYSTEM

***NOTE: The Total of 1 – 6 Must Equal the Total Number of Students in the School System**

SECTION B—GIFTED REFERRAL DATA

_____ Total Number of Caucasian Students referred for evaluation (individual screening and comprehensive evaluation) in school system.

_____ Total Number of African-American Students referred for evaluation (individual screening and comprehensive evaluation) in school system.

_____ Total Number of Native American Students referred for evaluation (individual screening and comprehensive evaluation) in school system.

_____ Total Number of Hispanic Students referred for evaluation (individual screening and comprehensive evaluation) in school system.

_____ Total Number of Asian Students referred for evaluation (individual screening and comprehensive evaluation) in school system.

_____ Total Number of Other Ethnic Population Students referred for evaluation (individual screening and comprehensive evaluation) in school system

SECTION C—GIFTED SERVICES DATA

Report the number of students by **ETHNICITY** and **GRADE** receiving both Special Education and General Education Gifted Services in the 2002-2003 school year (Do not include students in Advanced Placement or Honors Classes, unless there is an IEP or the General Education Equivalent).

	Kg	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Caucasian:													
African-American:													
Native American:													
Hispanic:													
Asian:													
Other:													

SECTION D—ALTERNATIVE ASSESSMENT PROCEDURES DATA

Report the number of students by **ETHNICITY** evaluated for Gifted Services using Alternative Assessment Procedures.

_____	Caucasian
_____	African American
_____	Native American
_____	Hispanic
_____	Asian
_____	Other

SECTION E—ALTERNATIVE ASSESSMENT PROCEDURES DATA

Report the number of students by **ETHNICITY** evaluated and placed with eligibility standards described for:

1. Option 1
 2. Option 2
 3. Option 3
 4. General Education standards
- And
5. With an Independent Evaluation

STANDARDS USED

Ethnic Populations	Option 1	Option 2	Option 3	Option 4	Independent Evaluation
Caucasian					
African American					
Native American					
Hispanic					
Asian					
Other					